

Facilitating Healing, Resiliency and Hope:

Trauma Informed Care Using the Mind as Metaphor

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 Tuesday September 22, 2015
 West Virginia Integrated Behavioral Health Conference
 Charleston, West Virginia

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Put On Your Oxygen Mask First

And in the unlikely event of a water landing we are going to...

Workbook pg. 7

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Build Your Life Raft/What Floats Your Boat?

1. What Activities Soothe You (Doing, Seeing, Touching, Smelling, Hearing)
2. What Activities Give You Joy or Lift You Up (Doing, Seeing, Touching, Smelling)
3. What Music Soothes You
4. What Music Gives You Joy
5. How or what gives you a sense of play
6. Who You Gonna Call?

Workbook pg. 8

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Who Supports You and How?

- Family & Friends
- Co- Workers
- Social Supports
- Your Professional Network
- Therapy
- **Spirituality**

○ Workbook pg. 9

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Trauma Induced & Co-occurring Disorders

*Everything an abused person does
after the abuse is designed to give
them a sense of safety*
~ Eliana Gil

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The Effects of Fear on Behavior

- What the search for safety can look like?
- How to use it to promote growth, attachment and healing?

Workbook pp. 34 - 36

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Safety Script

This is a safe place,
and I won't let anyone _____
(name the behavior you want the child to stop),
so I can't let you _____
(again name the behavior you want them to stop)
because this is a safe place.

Workbook pg. 10 & 11 & 38

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Connecting Rules with Safety

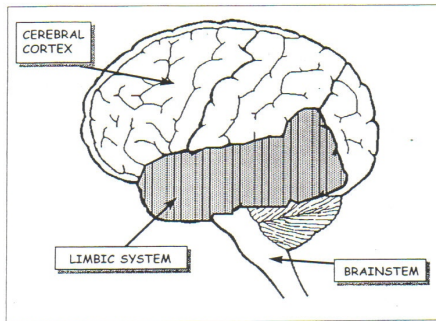
Rule	How it keeps me safe

Wkbk pp.37&38

Safety cue cards

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Meet The Cortexes

AKA: The King of it All

As the Executive Control Center, the Cortexes:

- Read non-verbal cues like facial expression, tone of voice, body language & posture. It's our social navigator
- Control Self Regulation = the ability to regulate emotional arousal to accomplish a task or tolerate unpleasant emotional stimuli (mood stability, frustration tolerance, impulse control)
- Control Working Memory, Organization, Planning, Problem Solving, Sequencing & executing action.

Workbook pg. 18

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Cortex Development

(Forbes & Post, 2006)

- It is developed by connecting the facial expression of the caregiver with what the infant is feeling at the time which because of **Mirror Neurons** will mirror the caregivers feelings.
- Pleasurable sensations develop on one type of nerve fibers and painful emotions develop another type.
(Social Physical Pain Overlap Theory or SPOT Theory)
- It is not fully developed until 25 years of age. It is the reason adolescences does not end until age 25
- It also can be "influenced" throughout the lifespan
(Neuroplasticity)

Workbook pp. 18 & 19

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Welcome To The Limbic System

(Schupp, 2004)

The Amygdala:

- Houses emotional memory
- Identifies threat (Decides if info then goes to Cortex or Brainstem)
- Sets into motion fight or flight response
- Decides between the need for aggression (fight) or escape (flight) from fear
- Starts developing at 6 months gestation & continues until 18 months of age.

Workbook pg. 20 & 21

The Hippocampus:

- Tracks memory & **time**
- Controls consciousness
- Maintains identity
- **Maintains Circadian Rhythms** to regulate sleep, appetite, digestion, blood pressure
- Self Sooths & regulates emotions
- Calms the Amygdala by accessing short term memory (in the cortex)

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Welcome to the Brainstem

The brainstem controls bodily functions:

Arousal
Bladder
Bowel
Digestion
Perspiration
Breathing
Startle responses

(Things you should not need to think about)

Workbook pg. 22 & 23

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What Do You See?

When the cortexes longer effectively:

1. plan
2. organize
3. execute action
4. regulate emotions

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What Do You See?

When the amygdala
is damaged & no
longer accurately

1. recognizes and
responds to
danger
2. Houses attachment
3. Self soothes

**When the
hippocampus** no
longer effectively

1. tracks memory
2. controls consciousness
3. maintains identity
4. regulates sleep &
appetite

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What Do You See?

When the Brainstem misfires autonomic responses
(things you do not think about) like:

Arousal
Bladder
Bowel
Digestion
Perspiration
Breathing
Startle responses

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Brain Chemistry & Trauma

When the **amygdala** discerns there is a life threatening event, it signals the hypothalamus to release

**epinephrine,
norepinephrine &
cortisol**

to prepare the body to fight or flee

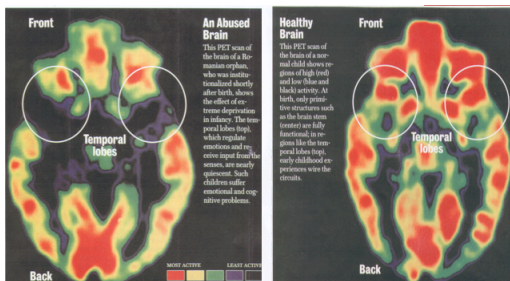
- These chemicals are so strong that repeated exposure to them **damages** the brain.
(Schupp, 2004)

Workbook pg. 24 - 25

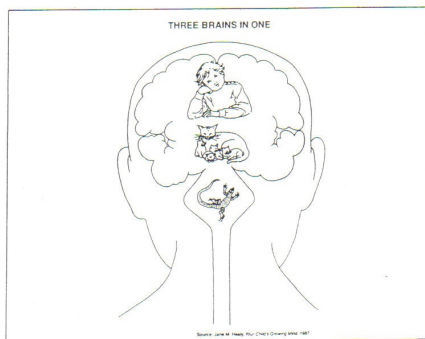
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Brain



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The Impact of Trauma on Brain Development, Attachment & Developmental Milestones


All behavior is purposeful
~ Sigmund Freud

I am the me you have given me
~ Lon Kriner

As the brain is forming, it is waiting for the world to tell it how to structure itself.
~ Dan Siegel



Reptiles...hatch their young then they quickly scurry away.




Humans... are dependent on relational connection for:
Access to resources

Life –beliefs are developed through early relationships

Developmental milestones

Brain development are embedded in relational experiences





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Building Our Brain

Safety

Attachment

Regulation



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SAFETY

The Building Block of Connection

- Our first experiences of safety occur in relationship.
- SAFETY (and fear) are felt first at a visceral (physically in the body) level
- Messages are then sent from the viscera (internal organs) up through the body into the brain (cortex)
- What are your safe relational images? Where do you feel them in your body?

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Implicit Memory:

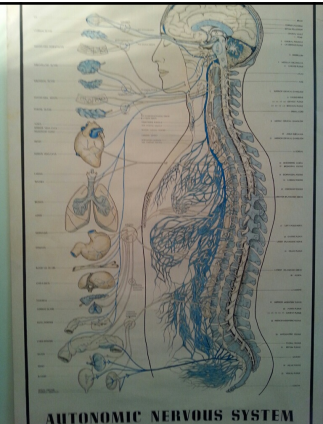
Where the OFC Meets the Amygdala

(AKA Visceral, Body, Emotional Memory or Intuition)

Implicit memory has more input from the amygdala which enhances memory storage by stimulating the release of and glucocorticoids in negative emotional situations.
(Hamann et al 1999; McGaugh 1996; McGaugh et al 1993; Pare et al 2003; Pare et al 2004)

- "implicit memory processes are faster, automatic and guide explicit memory and conscious experience. By the time we are consciously aware of someone our experience has been shaped by past experience." (Cozolino, 2006)
- It takes our brain 400-500 milliseconds to bring sensations into conscious awareness, it takes only 14 milliseconds to implicitly react to and categorize visceral information (Keysers, et al 2001)

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A detailed anatomical diagram of the human autonomic nervous system. It shows a sagittal view of the human body with the brain, spinal cord, and internal organs (heart, lungs, stomach, intestines, etc.) highlighted. Blue lines represent the neural pathways connecting the brain and spinal cord to the various organs. The diagram is labeled with various parts of the nervous system and organs.

AUTONOMIC NERVOUS SYSTEM

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Belief Systems: The Merging of Implicit and Explicit Memory

Implicit

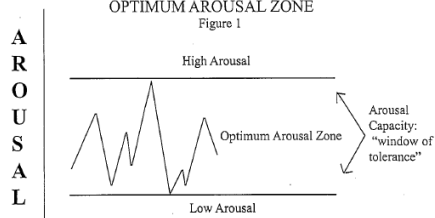
- Majority of memory is implicit
- Implicit memory – includes sensory (visceral or body), emotional and procedural (picture) memory
- Often called “early memory”
- Most important social and emotional lessons occur during our earliest years, so we have little or no explicit memory of this because our hippocampus is not matured yet

Explicit

- Is language based
- As a child matures, explicit memory starts and is woven together with implicit memory
- Our implicit “early lessons” when woven into explicit memory become “facts of life” belief systems that we seldom think to question

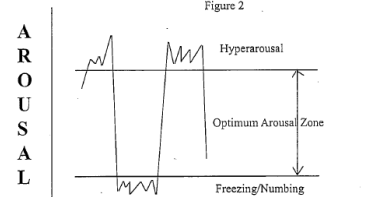
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THE MODULATION MODEL
OPTIMUM AROUSAL ZONE
Figure 1



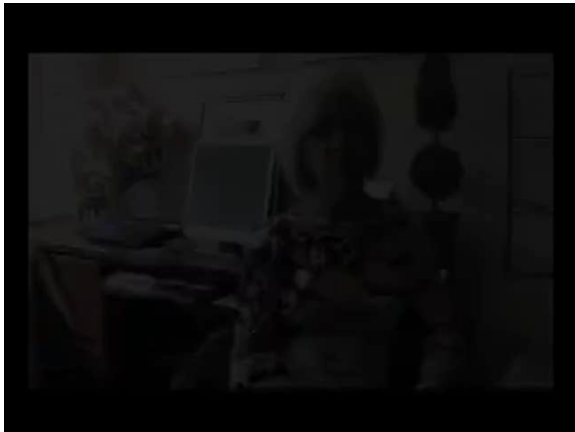
29
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THE MODULATION MODEL
THE BI-PHASIC RESPONSE TO TRAUMA
Figure 2



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ACE Factors

Red = includes humiliation

ABUSE	HOUSEHOLD
<ul style="list-style-type: none">○ Psychological/Emotional○ Physical○ Sexual○ Emotional Neglect○ Physical Neglect (includes food insecurity)	<ul style="list-style-type: none">○ Substance Abuse○ Mental Illness○ Loss of a Parent○ Mother treated violently○ Imprisoned household member (AKA a stigmatized loss)

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More ACES = More Adverse Effects & More Vulnerability to Being Trafficked

Behavioral Health Effects	Physical Health Effects
<ul style="list-style-type: none">○ Smoking○ Re-victimization○ Teen pregnancy○ Poor job performance○ Violent relationships○ Alcoholism/Substance Abuse○ Depression○ Suicide	<ul style="list-style-type: none">○ Fractures○ Chronic Obstructive Pulmonary Disorder (COPD)○ Heart Disease○ Diabetes○ Obesity○ Hepatitis○ Sexually transmitted diseases (STDs)○ Early Death

Neuron Schmeuron

A **neuron** or **nerve cell** is a cell that processes and transmits information by electrical and chemical signaling.

This signaling occurs via **synapses**; specialized connections with other cells.

Neurons connect to each other to form neuronal networks.

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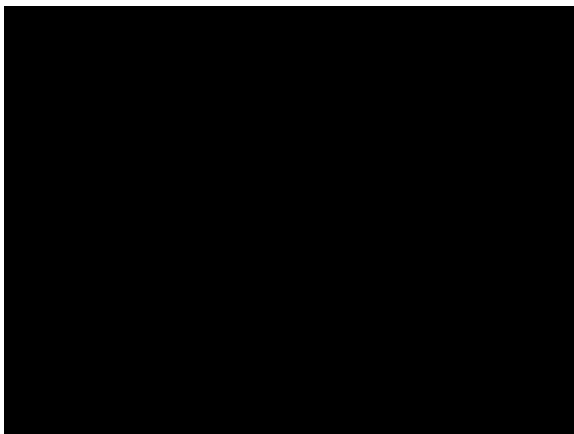
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NEURONS SOCIALIZING!



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THE SOCIAL NEURON

(COZOLINO, 2006)

"Neurons are by their nature, social; they shun isolation and depend on their neighbors for their for survival. If they are not sending and receiving messages from other neurons on a constant basis, they literally shrink and die."

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Speaking of Attention...

Why do people need so much of it?

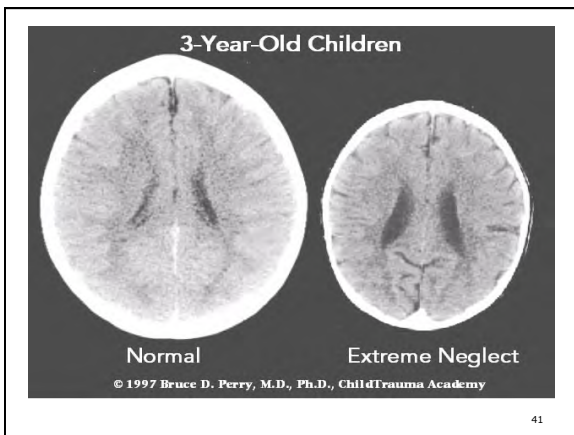
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Break The Habit



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THE SOCIAL NEURON

(COZOLINO, 2006)

“Neurons are by their nature, social; they shun isolation and depend on their neighbors for their for survival. If they are not sending and receiving messages from other neurons on a constant basis, they literally shrink and die.”

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Crossing the Bridge to the Neurobiological Purpose of Behavior

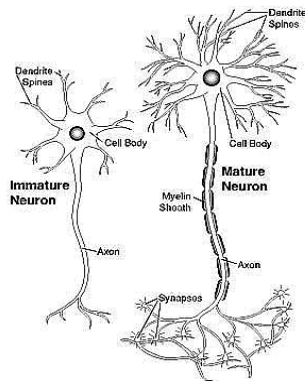
Standing in the middle of the bridge...Traditional View:

1. Attention
2. Escape
3. Tangibles
4. Bored
5. Pain

Making it to the other side...We all want: (Burke, 2014)

1. To feel connected, accepted & loved
2. To feel safe & secure
3. To have some say in your life
4. To have a purpose in life
5. We are ALL HARDWIRED to avoid pain

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Isolation Kills Neuronal Connections: Self-injury is a Desperate Attempt to Keep Them Alive

Feeling

- Unwanted, Unworthy
- Self Hatred
- Trapped
 - Use of Isolation

Behavior

- Disinterested in Life, apathetic, just don't care
- Self Hurtful
- Self Injury
 - Connected with higher rates of suicidality (Bloom, 2010)

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When...

I am	I need
Feeling Unnoticed and unimportant and I am attention seeking...	Positive Attention like a job, task or way to help someone or in some way
Feeling vulnerable & hiding it behind agitation and bullying...	Limits connected with safety.
Feeling lost & risk taking...	Physical activity & sensory integration (rhythmic movement)

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Some Activities to Help Grow the Brain Connections Needed for Attachment and Learning

- o Peek a Boo
- o Ball tossing or rolling (Baseball players throwing the ball around the bases after an out)
- o Have a special handshake or greeting.
- o Making a collage of faces or eyes from magazine pictures or drawings
- o Share pictures of you at their age (this builds connection in their brain & with you)
- o Give them a disposable camera and have them take pictures to show their world through their eyes

Wkbk pg. 13

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Neurotransmitters We Know and Love

Neurotransmitters are chemicals released by nerve cells to send signals to other nerve cells.

Dopamine is released for any action connected with survival, like eating, drinking, reproduction, nurturance. It provides a feeling of euphoria

Serotonin helps with regulation of mood, appetite and sleep.

Endorphins are released to reduce pain

Oxytocin is an affiliative hormone designed to support human connection

Workbook pg. 14 - 17

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Mood Syntonic Grooming AKA Finesse Pimping

In the book *The Pimp Game: An Instructional Guide*, the author describes the way he usually prepares girls to be commercially sexually exploited:

"You'll start to dress her, think for her, own her. If you and your victim are sexually active, slow it down. After sex, take her shopping for one item. Hair and/or nails is fine. She'll develop a feeling of accomplishment. The shopping after a month is replaced with cash. The love making turns into raw sex. She'll start to crave the intimacy and be willing to get back into your good graces. After you have broken her spirit, she has no sense of value. Now pimp, put a price on the item you have manufactured."

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Raining Candy:

THE POWER OF DOPAMINE

RAD Mary Vicario, LPCC-S

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like raining candy

- ① -sucking candy
- ② -smelling chocolate
- ③ peppermint
- ④ -being close to someone
- ⑤ -when someone praises me
- ⑥ -something smooth + cold like pebble

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Creating Felt Safety AKA Neuroception

Angel's Safe Place

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Fostering Healing, Resiliency &
Hope Mary Vicario & Carol
Hudgins-Mitchell

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Mirrors Neurons

We are exquisitely social creatures. Our survival depends on understanding the actions, intentions and emotions of others.

Giacomo Rizzolatti

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Mirror Neurons

RIZZOLATTI, GALLESE, FOGASSI AND FADIGA (1990'S) discovered while observing Macaque monkeys that the neurons which fired when a monkey grasped an object also fired when a monkey watched another monkey grasp an object.



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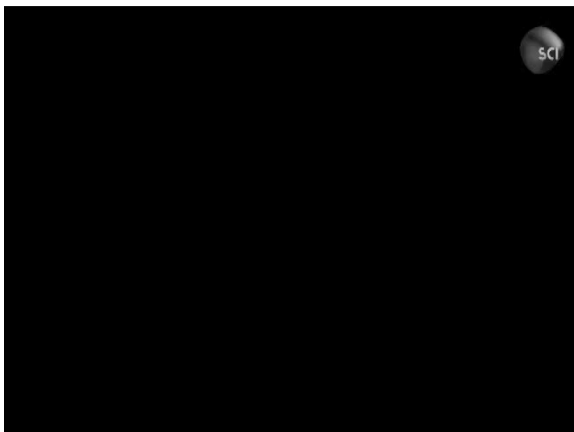
MIRROR NEURONS

"The neural mechanism is involuntary...with it we don't have to think about what other people are doing or feeling, we simply know."

~VITTORIO GALLESE ~

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Mirror Neurons

"We are exquisitely social creatures. Our survival depends on understanding the actions, intentions and emotions of others. Mirror neurons allow us to grasp the minds of others not through conceptual reasoning but through direct stimulation. By feeling, not thinking." ~ Giacomo Rizzolatti

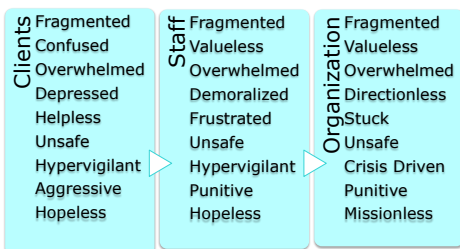
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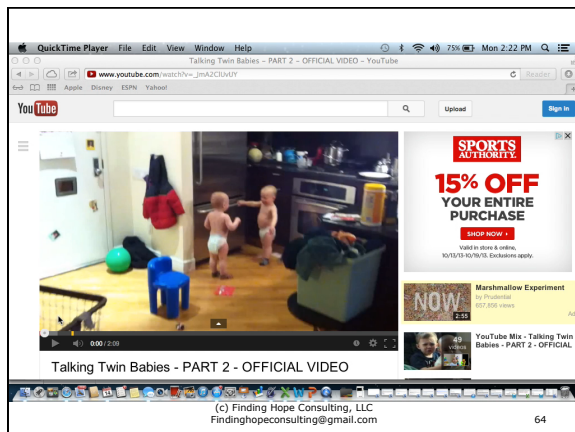
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Parallel Process



Bloom, 2010

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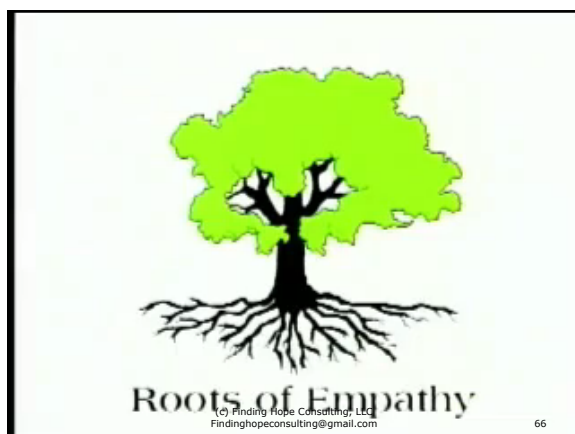
Brain Growth & Interaction

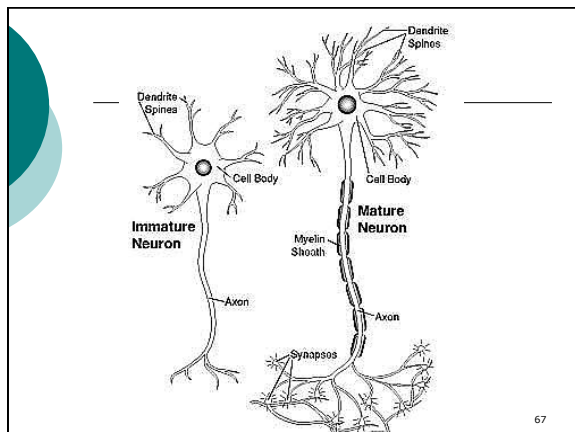
(Rintoul, 1999)

- At birth there are **50 trillion connections** (synapses) in the brain.
- By **ages 3-10** that has grown to **1000 trillion connections**
- But, by **age 20** there are only **500 trillion connections** left

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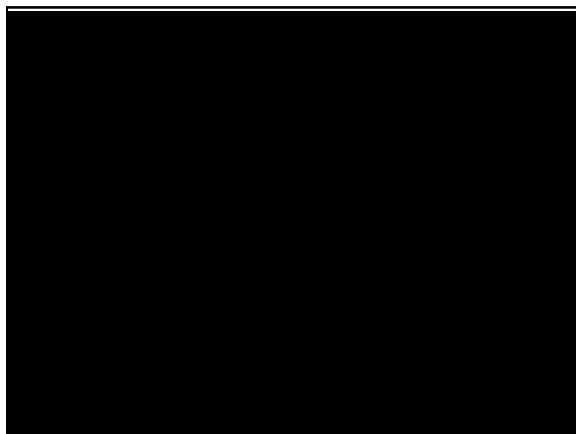


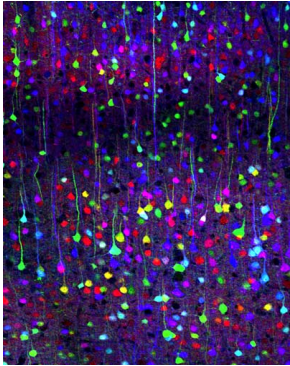
Experiences which strengthen connections are: (Rintoul, 1999)

1. Frequent, regular, and predictable
2. Occur in the context of a safe, warm, supportive relationship
3. **Are associated with positive emotions**
(fun, humor, excitement, comfort)
4. Involve several senses
5. Are responsive to a child's needs, **interests**, or initiative.

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Trauma Induced & Co-occurring Disorders

"STAY IN THE COMPLEXITY"
~ Judith Jordan

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PTSD vs. Complex PTSD

(Herman, 1992)

PTSD =

- Perceived life threatening situation with intense fear response
- Intrusive, avoidant, and hyperarousal symptoms present

Complex PTSD =

- A history of prolonged or repeated totalitarian control with resulting
- Alterations in
 - Affect regulation
 - Consciousness
 - Self perception
 - Perceptions of the perpetrator
 - Relations with others
 - **Systems of meaning**

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Concrete Operations Ages 7 – 11 or Mild Intellectual Disabilities

Gentile and Gillig, (2012)

<p>Inductive Logic</p> <p>The ability to take a specific concept and generalize it.</p> <p>People with concrete operations can do this.</p>	<p>Deductive Logic</p> <p>Taking a general concept and use it to predict a specific outcome.</p> <p>People with concrete operations cannot do this.</p> <p>This is needed to learn from consequences</p>
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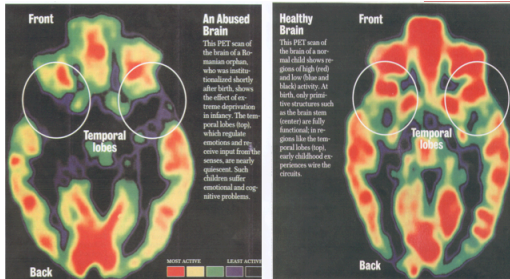
Trauma Survivors will need help with:

- **Transitions AKA Shifting cognitive set**
= The ability to shift from one mind-set to another.
- **Problem Solving =**
the ability to organize a coherent plan
- Requires the coordination of the Cortex and Limbic System.
- The Limbic system interferes with this when it must set off flight or fight chemicals too often.

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Brain



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Interventions for Common Triggers

Transitions:

1. 5 – 10 minute warning using a timer that shows the time passing with color not sound
2. Visual Schedules
3. Replace "No & Stop" with "Yes you can (when) & "Pause"
4. Reminders on a key ring
5. [Workbook pg. 26 - 27](#)

Problem Solving:

1. "Bored" box
2. Homework/Chore/ Play Cards the child can organize in any order they want.
3. Red, (Orange) Yellow, Green cards to indicate need for assistance
4. Red & Green snack cards

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Descriptive VS. Evaluative Praise

Descriptive:

- Describes qualities and allows the listener to identify the value.
- Is specific
- Highlights the area in between; the "shades of grey"
- Promotes an internal locus of control

Evaluative:

- Describes the value as seen by another.
- Is general
- Promotes binary "either or" thinking
- Promotes an external locus of control

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Examples of Descriptive VS. Evaluative Praise

Descriptive

- You have made a picture with bright colors
- You found a way to keep them safe
- You walked away instead of fighting with your brother!

Evaluative

- What a pretty picture
- I like the new ending to your story.
- Good job avoiding a fight
- Wkbk pg. 26

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Biologically Based Fear Responses AKA Looking for Dopamine in all the Wrong Places

Strategies for disconnection are an intense yearning for connection in an atmosphere of fear.

Maureen Walker

Biologically Based Fear Responses (Forbes & Post, 2007) AKA Looking for Dopamine in All the Wrong Places

Addictions

1. Drugs
2. Gambling

Food issues

1. Gorging
2. Starving
3. Purging

Self harm

1. Manipulating
2. Lying
3. Stealing
4. Hoarding
5. Aggression

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The Lose – Lose of Power Struggles

If you WIN the Power Struggle...

You are now associated with the perpetrator; the person who had power over them and hurt them.

If you LOSE the Power Struggle:

You are now associated with the person who did not protect them.

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The Top 5 Things to Remember When Addressing Biologically Based Fear Responses

Irritation Equals Fear (Forbes & Post, 2007)

All behavior is purposeful (Sigmund Freud)

Everything an abused child does after the abuse is designed to give them a sense of safety (Gil, 1991)

Connect Limits with safety (Use the Safety Script)

The one whose amygdala is calm wins! (Forbes & Post, 2007)

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The Anger Onion

In the brain...

Irritation = Fear

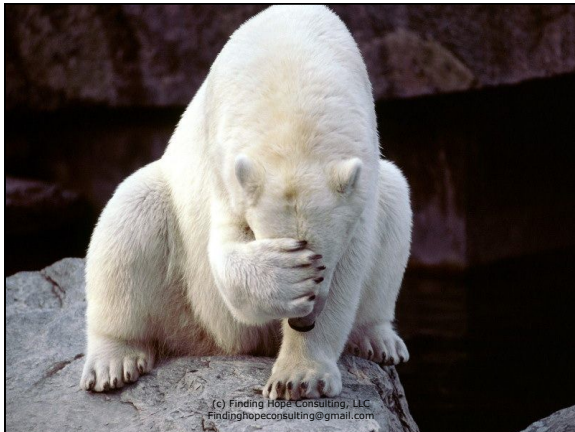
(Forbes & Post, 2007)

You will see or feel anger, aggression, risk taking & self-injurious behavior...

rather than sadness or fear



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SOCIALIZING WITH SHAME

"The primary social emotion" - makes its initial appearance at 14 to 16 months. (Schorre 1991)

"At 10 months, 90% of maternal behavior consists of affection, play and caregiving. In sharp contrast, the mother of the 13 to 17-month-old toddler expresses a prohibition on the average of every 9 seconds. In the second year, the mothers' role now changes from a caregiver to a socialization agent, as she must now persuade the child to inhibit unrestricted exploration, tantrums, bladder and bowel function" (Schorre, 1991)

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The Safety Script

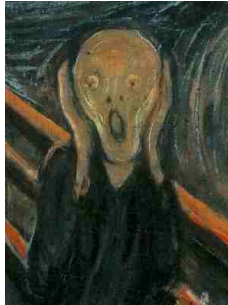
" This is a safe place, and I won't let anyone _____ you, so I can't let you _____ because this is a safe place."

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Bedtime, Room Cleaning & Chores, OH MY!



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Interventions for Sleep Issues & Nocturnal Enuresis

Before Bed:

1. Identify daily successes
2. Rewrite unpleasant parts of the day
3. Play with what they want to dream about
4. Remind them they can rewrite dreams while having them
5. If they have a nightmare rewrite it with them as soon as possible.

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Interventions for Oppositional-Defiance

1. Give a 5 minute warning for transitions
2. Connect the request/limit with safety
3. Use descriptive vs. evaluative directions
4. Give space (physical & emotional) for compliance
5. Pay it forward - Tell them what you know they are going to do (that is positive)
6. Use a Success Calendar to record daily something they did to accomplish something in a positive way, made the world a better place, helped someone, etc.
7. Use Descriptive instead of Evaluative praise

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Interventions for Oppositional-Defiance: Bath/Shower Time

Remember:

Bath time issues are fear based (often trauma related.)

Body memories can be triggered by the removal of clothes or the act of bathing itself

Many survivors attempted to keep themselves safe by not bathing in the hopes it would keep the perpetrator away.

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Interventions for Oppositional-Defiance: Bath/Shower Time

Offer to sit outside the door or bring in a transitional object that reminds them of you.

Make sugar scrub with them

Make bath time playtime with younger children using shaving cream, bubbles, toys, dolls and animals to clean, containers for filling and dumping.

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When it is time to clean their room, they need you to:

1. Remember the bedroom is a mind field of emotional (visceral) trauma memories felt throughout the body.
2. They cannot sequence because they have a damaged short term memory.
3. Work to the individual's & your favorite music.
1. Make it a playful activity you do together to give them positive memories to replace the negative ones.

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When it is time to clean their room, they need you to:

5. Make a list of things you will accomplish (not things you must do), hang it up & celebrate as you complete each task.
6. Note how the two of you make a great team and reminisce about other things you've accomplished with together.
7. Use lots of descriptive praise!

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Mom and Baby Interventions

We have noticed that our individuals raised in domestically violent homes, when introduced to a therapy room with baby dolls, hold them, cuddle them, feed them, and rock them – even the boys do this almost instinctually. It is so exciting as you see their brains drawing them to what they need to heal; the very interactions they missed.

Proving once again...We are hardwired for connection!

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Interventions for Morning Issues

Waking Up with Diana Ross

1. Before bed decide with the individual on a wake up song. It can be one you make up together or one that you both know.
2. In the morning open the blinds and let some light in for 5 – 10 minutes.
3. Return to the room and start singing the wake up song.
4. Sit by the side of the bed until the individual starts singing the wake up song with you.

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To embrace the power of relationship will change society as well as psychology ~ Jean Baker Miller

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